DOCUMENT RESUME

ED 118 473 SO 008 848

TITLE The Use of Social Studies Concepts in Curriculum Development. Revised.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
PUB DATE 75
NOTE 30p.; For original version of this document, see ED 081 706

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS Affective Objectives; Anthropology; Cognitive Objectives; *Concept Formation; *Curriculum Development; Economics; Elementary Secondary Education; Generalization; Geography; History; *Intellectual Disciplines; Interdisciplinary Approach; Models; Political Science; Psychology; *Social Sciences; *Social Studies; Sociology

ABSTRACT

This publication, a revised edition of ED 081 706, contains a conceptual framework for social studies curriculum development. The social science disciplines--anthropology, economics, geography, history, political science, psychology, and sociology--are considered resources for providing the key concepts, insights, and methods of inquiry enabling students to gain a better understanding of present and past societies and cultures. The framework, which comprises the major portion of the document, provides the following information on each discipline: (1) the major cognitive concepts, (2) a list of generalizations or ideas around which the concepts can be organized, and (3) an example to illustrate the development of a single concept into performance objectives and suggested teaching strategies. A model, showing how to develop an interdisciplinary unit on Poverty in America, cities concepts, skills, performance objectives, and suggested teaching strategies for accomplishing the objectives. The document also contains a brief list of affective concepts and a list of social studies processes. Although much of the material in this document duplicates that of ED 081 706, a few new concepts for most disciplines have been added. The section on psychology has been completely rewritten, and the section on the development of an interdisciplinary unit has been heavily revised. (RM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118473

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP 008 848

The Use of Social Studies Concepts in Curriculum Development. Revised.

Pennsylvania Department of Education

The Use of Social Studies Concepts in Curriculum Development

Division of Arts and Humanities
Bureau of Curriculum Services
Pennsylvania Department of Education
1975

Commonwealth of Pennsylvania
Milton J. Shapp, Governor

Department of Education
John C. Pittenger, Secretary

Office of Basic Education
Frank S. Manchester, Commissioner
Harry K. Gerlach, Deputy Commissioner

Bureau of Curriculum Services
Michael E. Flanagan, Director

Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

TABLE OF CONTENTS

	Page
Introduction	1
Affective Concepts	2
Social Studies Processes and Skills	2
Cognitive Concepts - Generalizations - Objectives - Strategies	3
Anthropology	4
Economics	6
Geography	9
History	12
Political Science	14
Psychology	17
Sociology	20
Development of an Interdisciplinary Unit	22

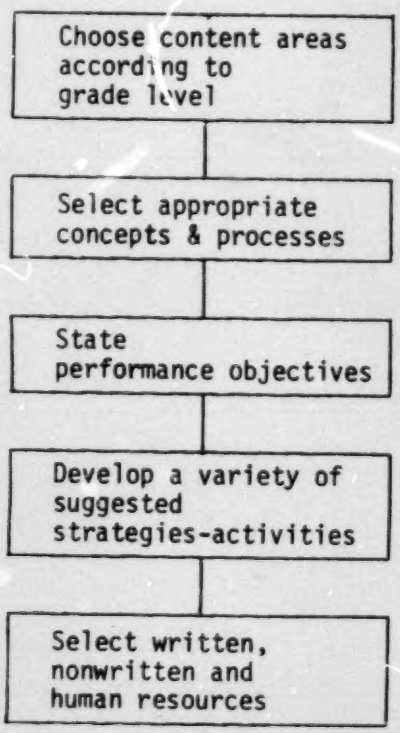
INTRODUCTION

There is general agreement that the social studies curriculum should be revised on some type of conceptual basis with understandings and processes drawn from the various social science disciplines rather than centered on specific content. The disciplines--anthropology, economics, geography, history, political science, psychology and sociology--are considered resources for providing the key concepts, insights and methods of inquiry which will enable students to gain a better understanding of present and past societies and cultures and be able to function more effectively and with greater satisfaction. While goals of the social studies program may be stated in general terms, specific objectives are necessary to outline desired student performance or behavior. Teaching strategies and materials are selected to implement these objectives.

The following framework illustrates these steps in curriculum development. It suggests how concepts and related generalizations from each of the disciplines may be used as initial building blocks for developing curriculum. We have tried to include most of the major concepts from each of the social science disciplines to provide alternatives for curriculum committees. Selection will be influenced by student needs, staff interests and abilities and levels of placement. Since many of the affective concepts and the processes or skills are applicable to all of the social sciences, they are not listed under separate disciplines.

This approach to curriculum development is provided, not as a final answer but as an example of how social studies content may be systematically organized to provide meaningfull relationships.

The following chart illustrates this pattern of organization.


Choose content areas according to grade level
Select appropriate concepts & processes
State performance objectives
Develop a variety of suggested strategies-activities
Select written, nonwritten and human resources

* Since the last category of resources will vary so greatly over time and in different school districts, this document will not attempt to list resources in this model.

Affective Concepts

The affective domain is concerned with interests, attitudes, opinions and values. These are essential ingredients of a good social studies curriculum and need continual reinforcement through all the disciplines. Although we have tried to include most of the major affective concepts, this list is not a definitive one, and teachers should feel free to use any others which seem of particular significance to their situation.

Freedom
Justice
Equality
Honesty
Objectivity
Empathy
Prejudice
Humanism
Loyalty
Responsibility
Individuality
Self-concept
Acceptance of majority decision
Clarification of one's own values
Commitment to one's own values
Respect for rights and values of others
Appreciation of diversity
Selfdiscipline

Social Studies Processes and Skills

These processes are applicable to all areas of social studies, but certain ones will be more appropriate in the achievement of various objectives. Teachers should exercise flexibility in determining which processes they can use most effectively in a given situation. Selected processes will be implemented in a variety of strategies/ activities designed to achieve the stated objectives.

Observe
Classify
Analyze
Infer
Interpret and use maps, globes, charts, graphs, pictures and artifacts
Synthesize ideas
Locate and evaluate varied sources
Use sampling techniques
Role play
Interview
Present ideas in a variety of oral and written forms
Use appropriate questioning techniques
Cooperate in group activities
Predict future trends or possible solutions
Solve problems through an inquiry approach

1. Define problem
2. Examine available data
3. State a tentative hypothesis
4. Identify needed evidence
5. Collect evidence from variety of sources
6. Evaluate sources
7. Organize data
8. Draw inferences and seek relationships
9. Draw a conclusion
10. Apply to a new situation

COGNITIVE CONCEPTS AS BUILDING BLOCKS FOR CURRICULUM DEVELOPMENT

The following section lists the major cognitive concepts from the seven major social science disciplines. These are not necessarily the only concepts from each discipline, but an effort was made to provide a concise list of many of the major ones. Curriculum development teams should certainly feel free to add other concepts and to selectively choose those concepts most relevant to their needs.

The concepts are followed by a list of generalizations. The main purpose of supplying these generalizations is to clarify their relationships with the accompanying concepts. Though they could possibly be used as building blocks for curriculum development, it is suggested that concepts will lead to more divergent thinking.

An example is then provided to illustrate the development of a single concept into performance objectives and suggested strategies. The objectives are not as specific as some authorities suggest. This is deliberate since we believe that objectives too precisely stated often result in a low level factual recall rather than in open-ended discovery. Many of the objectives should lead to higher levels of student performance such as classification, analysis, application, synthesis and evaluation.

The suggested strategies are not meant to be definitive. It is the teacher's prerogative to select activities in accordance with his/her background and style, the materials available and the needs of the particular students. This framework should provide individuality for both teachers and students. There are many ways to achieve stated objectives and new materials may be "plugged in" at a later time without changing the basic design of the curriculum.

Cognitive Concepts of Anthropology

Culture
Cultural change
Cultural lag
Organization (social, political, economic, religious, aesthetic)
Kinship
Symbolization
Linguistics
Archaeology
Beliefs
Ethnology
Artifacts
Acculturation
Enculturation
Diffusion
Mores
Customs
Evolution (physical and cultural)
Natural selection
Ritual and ceremony
Social selection
Prehistoric
Agricultural and industrial revolutions

Generalizations

1. All men have universal cultural traits such as:

   a. Language
   b. Technology
   c. Social organization
   d. Political organization
   e. Moral and legal sanctions
   f. Religion or philosophy
   g. Creative activities - art, music, dance
   h. Ways of resolving differences
   i. Methods of protection
   j. Leisure activities
   k. Methods of education or enculturation

2. All elements of culture, whether explicit or implicit, are integrated.

3. A change in one aspect of culture influences the total pattern of culture.

4. Cultural change may occur by diffusion, invention and innovation.

5. The manner in which a culture adapts to its environment accounts for unique cultural patterns.

6. Acculturation, or the acceptance of ideas from other cultures, is always selective.

7. Cultural lag occurs when the tangible aspects of society change more rapidly than the intangible aspects.

8. Cultural lag may cause problems of integration of cultural patterns.

9. Symbolization and tool making are significant factors in the development of human characteristics.

10. Genetic capacities influence culture, which in turn influences adaptability to environment; thus there is a continual interaction between biology, culture and environment.

11. Biological similarities are far more significant than biological differences.

12. Cultural differences are far more significant than genetic differences.

13. Races are constantly changing; there is no such thing as a pure race.

14. The worth of each culture is judged by how well it meets the needs of its people rather than by the judgment of people from different cultures.

15. Personality development is limited by cultural values.

Example

Concept: Cultural Change

Placement: World Cultures - High School

Performance Objectives

1. Explain three ways cultural change occurs, i.e., through inventions, innovations and dissemination.

2. Give an example from their own society of each of the above.

3. Provide a reasonable hypothesis concerning possible change in a society due to diffusion.

4. Define cultural lag and provide examples.

5. State problems that might occur due to cultural change and suggest ways of alleviating difficulties.

6. Clarify their own values concerning change in their society.

Suggested Strategies

Teachers may:

1. Discuss cultural changes students are aware of in their own life. List changes and reasons for change.

2. Assign students to discuss with parents or some older person, the changes occurring between the youth of their generation and the youth of today. Follow with discussion.

3. Have students read several ethnographs of different cultures undergoing change and categorize change as influenced by invention, innovation and diffusion.

4. Have students examine problems occurring in the culture as a result of change and discuss possible reasons for problems. Suggest ways problems might be alleviated.

5. Have students list in order of priority those changes in society that they feel would be desirable.

Cognitive Concepts of Economics

Supply and Demand
Needs and Wants
Scarcity
Surplus
Land or Property
Labor
Services
Capital
Industrialization
Subsistence
Commercial agriculture
Distribution
Price (market)
Production
Money
Profit
Division of labor
Management
Efficiency
Technology
Advertising
Stocks and Bonds
Specialization of labor
Credit
Inflation and Deflation
Depression and Recession
Business cycle
Insurance
Taxes
Monopoly and Trusts
Multinational corporations
Mercantilism
Tariff
Economic determinism
Market economy
Demand economy
Unions
Collective bargaining
Cooperative
Consumer protection
Commerce
Automation
Cycle of poverty
Trade
Corporations
Interest
Resource allocation

Generalizations

1. The individual plays three roles in economic life: as a worker, as a consumer and as a citizen.

2. The general social-political-economic environment affects the individual's economic opportunities and well-being.

3. An individual's economic choices and behavior may affect the system as a whole.

4. The market system is the basic institutional arrangement through which production and distribution of goods and services is determined in a free economy.

5. Markets differ in the extent to which competition or monopoly prevail.

6. Most market economies are regulated by laws that protect the consumer or the public good.

7. All economic systems must be concerned with problems of relative scarcity and of unlimited wants.

8. The economic system of a society reflects the values and objectives of that society.

9. As a society moves from a subsistence economy to a surplus economy, the interdependence of segments of the economy is greater.

10. A command economy regulates the allocation of goods and services through central government planning.

11. Command economies have not been as subject to fluctuations in the business cycle as free-market economies.

12. Market economies have been more successful in raising standards of living.

13. Real wages, not money wages, are a better indication of how well-off workers are.

14. Productivity is dependent upon efficient work, capital, technology and management.

15. In modern technological societies, service industries tend to grow at a faster rate than production industries.

16. Increased production is dependent upon investment and demand.

17. Technological advances in automation tend to reduce the number of workers necessary in production.

18. In a market economy, prices are the major factor in the allocation of resources and the production of goods and services.

19. The unrestricted accumulation of wealth tends to lead to a reduction of competition within an economic system.

20. Rapidly expanding technology creates problems in manpower training and allocation.

21. Taxes are the major means of diverting incomes from the private to the public sector of the economy.

22. Growing governmental activities (i.e. military) tend to increase governmental control of the economy.

23. The cycle of poverty in underdeveloped nations is characterized by subsistence economies which lack investment funds, education, surplus and demand.

Example

Concept: Consumer Protection

Placement: High School

Performance Objectives

1. Using the quote, "The consumer must always be his own first line of defense" the student will be able to explain the role that education plays as the key to that defense.

2. Demonstrate an understanding of how decisions made by citizens acting as voters at the local, state or national level help to determine regulations that affect the choices of consumers and/or businesses by tracing several recent decisions to show what effects they had.

3. Be able to identify and list laws at the federal, state and local level designed to regulate and/or stimulate business activities.

4. Demonstrate an understanding of the importance of the laws in objective number 3 by describing the effects each law has had on the relationship between government, private business and individual consumers.

5. Be able to explain the protection afforded consumers under laws passed by federal, state and local governments in the areas of consumption and credit.

6. Show that they understand about the protection afforded the consumer by private agencies or organizations by listing them and the services extended.

Suggested Strategies

Teachers may:

1. Have students attempt to trace how recent decisions made by voter-citizens at the local, state or national level have helped to determine regulations that effect the choices of consumers and/or businesses, e.g., election of a mayor, state representative or national representative who favored strong gun-control legislation.

2. Have students prepare and share in class reports on major laws passed by Congress to regulate or stimulate business activities, e.g., FTC, FCC, FDA, Federal Reserve Act, Flammable Fabrics Act, etc.

3. Assign students to study mass media advertising efforts to determine how advertising helps to develop consumer tastes and preferences. Have them identify problems confronting consumers as they attempt to make wise buying decisions.

4. Have students study the characteristics and buying habits of disadvantaged people to determine why and what kinds of special consumer assistance they need.

5. Have students identify and study state and local consumer laws to determine the kinds of protection afforded consumers at these levels.

6. Have students identify and prepare reports on private agencies or organizations which devote their efforts toward protecting consumers, e.g., Consumers Union, Better Business Bureau, Ralph Nader's groups, etc. Note particularly those which are active in the students' own community.

Cognitive Concepts of Geography

Globalism
Round earth on flat paper
Eco-system (life layer)
Areal distinctions -
  Differences and similarities
Region
Natural resources
Resources culturally defined
Location
Spatial relationships
Habitat
Conservation
Biotic: physical and
  cultural processes
Communities
Pollution
Distance
Interdependence
Demography
Continent
Ecology and environment
Topography
Climatic zones
Transportation and
  communication networks
Urbanization
Development
Migration

Generalizations

1. Location of people and economic activities are influenced by both external factors and internal value choices.

2. Environmental conditions place restrictions on cultural choices.

3. Nature and culture are interlocking components of our eco-system.

4. Movement of cultures from subsistent economies and self-sufficient communities toward surplus-oriented interdependent cultures means an increased technology, trade, migration and communication network.

5. The more highly specialized and specifically adapted livelihood forms have limited potential for cultural change. (Nomadic pastoralism and hunting societies are becoming extinct.)

6. Patterns of land use are affected by natural resources, history and values of a society.

7. Climatic zones and topography are significant predictors of environmental conditions.

8. Technological advances that lead to new sources of power may influence location decisions and future environmental problems.

9. Technology provides changes in the environment, both positive and negative.

10. The use of natural resources to better economic conditions often is in conflict with creating dangerous environmental conditions.

11. Regions are defined by set criteria.

12. The key determinant of regional growth is the ability of a region to create a surplus and expand its export base.

13. Communication networks and transportation systems are vital preconditions for spatial interaction.

14. Distances can be measured in miles (or equivalent), and terms of time.

15. Benefits resulting from urban conveniences accrue to the firm which locates in an urban environment.

16. Cities are interrelated with other urban areas.

17. Location of industries depends on the accessibility of materials, markets, transportation and qualified labor.

18. Racial, ethnic and economic segregation has had a pronounced effect on urban-suburban development and population patterns.

Example

Concept: The Round Earth on Flat Paper and Globalism

Placement: Junior High School

Performance Objectives

1. Measure distances on a map between two given points with 90% accuracy.

2. Use map symbols to determine varied population densities.

3. Develop a chart from map interpretation that lists available recreational facilities within a region.

4. Identify political divisions within a region or along a transportation route.

5. Determine the best routes for varying types of transportation.

6. Locate different regions within the world with similar environmental patterns.

7. Locate a future industrial site from environmental conditions as portrayed on a map and substantiate reasons for such a location.

8. Investigate the reality of the above choice by research into the area chosen.

Suggested Strategies

Teachers may:

1. Provide state road maps and have students:
   a. measure distances between two given points.
   b. list all cities with a population of 1000 or more along route chosen.
   c. give possible reasons for location of urban concentrations.
   d. develop a chart of recreational facilities within the state.

2. By use of topographical maps of the United States and globes, have students determine the best routes for:
    a. future roads
    b. railroads
    c. ships
    d. airplanes

3. By use of the globe have committees of students locate regions with similar environmental patterns.

4. Assign committees to use the globes or maps to identify placement of different types of industry based on environmental conditions.

5. Assign committees to research the region chosen in No. 7 and determine whether economic realities confirm their location hypothesis.

Cognitive Concepts of History

Multiple causation	Historiography
Cause and effect	Relativity
Continuity	Objectivity
Time perspective and chronology	Civilization
Change	Ideology
Leadership	Cultural creativity
Evolution/Revolution	Oral traditions
Nationalism/Internationalism	Humanism

Generalizations

1. Change has been a universal characteristic of all human societies.
2. A knowledge of the past is necessary to understand present and future events.
3. No historical events have resulted from a single cause.
4. Leadership of certain individuals has had a profound influence on the course of history.
5. Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.
6. Changes in human society have been gradual through evolution or have been violent through revolution.
7. All revolutions have altered the institutional structure of society.
8. Technological advances have been a major influence in changing power structure.
9. Basic values and beliefs of every society have been reflected in their creative accomplishments.
10. The motivating factors in human achievement have been either ideological or materialistic.
11. Great ideas have affected all civilizations.
12. Human progress has most often occurred under conditions of inter-societal communication.
13. The rise of nationalist movements, in which a people are bound together by ideology, tradition and political boundaries, has altered the course of history.

Example

Concept: Relativity and Objectivity

Placement: Senior High

Performance Objectives

Students will demonstrate an understanding that interpretations of an historical period of event will differ according to:

1. The passage of time
2. The emotional climate
3. The political structure
4. The background of the interpreter
5. Attitudinal change

Suggested Strategies

Teachers may:

1. Have students analyze and compare contemporary primary sources with secondary sources written at a later time period.

2. Have students determine the ways in which Russian history was rewritten following the Communist revolution.

3. Have students read two contrasting accounts of the deaths on the Kent State campus (the Report of the National Guard and Report of the Scranton Commission).

4. Have students read or view several books or films related to war, produced in the 1920s and 1930s. How do the interpretations reflect the period in which they were produced?

5. Have students compare British and American textbook accounts of the War of 1812.

Cognitive Concepts of Political Science

Government
Political institutions
Power
Balance of power
Nation
State
Laws
Constitutionalism
Separation of powers
Checks and balances
Laissez-faire
Propaganda
Citizenship
Conflict and conflict resolution
Democracy
Socialism
Judiciary
Legitimate authority
Rights
Due process
Dictatorship
Totalitarianism
Monarchy
Oligarchy
Theocracy
Communism
Fascism
Parliamentary government
Republic
Federalism
Revolution
Lobbying
Political parties
Bureaucracy
Executive
Electoral process
Consensus
Compromise
Arbitration and mediation

Generalizations

1. The study of politics and government includes the study of the institution of government and how individuals behave as citizens.

2. Democracy is government in which the decision making is in the hands of the people who make their demands known through voting, political parties and pressure groups.

3. Democracy seeks to protect the rights of individuals and minority groups though its actions are based on majority opinion.

4. Citizenship in a democracy is the exercise of duties, responsibilities and privileges as a reasoned and functional act of political behavior.

5. Political systems exist to make authoritative decisions binding on all citizens.

6. Political decisions are a result of the need to settle problems, many of which are of a continuing nature, e.g., the conflict between majority rule and minority rights, loyalty and dissent.

7. Every society creates laws and imposes sanctions and penalties for violations of the laws.

8. There is a division of responsibility and an interdependence at all levels of government.

9. All nations of the world are becoming more interdependent.

10. Individuals can increase their political power through membership in groups that represent their interests.

11. The values of a society are implicit in the political documents and behavior of a people.

12. Leadership within government is dependent upon the functional structure of that government and the degree to which power is controlled by varied segments of the society.

13. International power is a factor of technological advancement, wealth and size of a nation or agglomeration of nations.

14. Conflict resolution may be achieved through adjudication, arbitration, mediation and compromise.

15. Change in political institutions may occur through evolution or revolution, depending upon the degree of power and the responsiveness of government to change.

16. Modern governments are frequently concerned with economic power.

Example

Concept: Checks and Balances

Placement: High School

Performance Objectives

1. Show by a chart the Constitutional checks and balances in the United States government.

2. "Power corrupts and absolute power corrupts absolutely." Students will explain and give examples to prove or disprove this quotation.

3. Given the three branches of government in a communist state (i.e., Soviet Union) students will explain why the branches fail to control each other.

4. Be able to classify a variety of given activities as being under the control of local government, state government, national government or international control. Be able to substantiate choices.

5. Given a Constitutional problem, students will indicate what procedures each branch of government might take to solve the problem.

6. Identify areas of government operations in which the checks and balances system seems less effective today.

Suggested Strategies

Teachers may:

1. Have students play Star Power to realize the abuses of unlimited power.

2. Have students study the U. S. Constitution as it relates to the system of checks and balances. In class they would analyze the system in terms of power granted to and exercised by individuals in the several branches of government.

3. Have the students study and discuss the changes in the interpretation of the Constitution as they relate to the concept of power as it pertains to the several branches.

4. Have the students make a comparative study of the American form of government and that of a communist state (i.e., the Soviet Union) noting especially the powers granted to each branch and the manner in which they are exercised.

5. Have the students study the Constitution to determine what powers are granted to the several levels of government, either by direct assignment or by assumption. They will develop a chart or list of these powers.

6. Assign students the study of the state constitution in a manner similar to strategies number 2 and 4 (above) relative to assignment and operation of powers between the state and local levels of government.

Cognitive Concepts of Psychology

Identity (Self-Concept)
Instinctive Behavior
Learning
Cognitive/Affective
Developmental or Maturation
Motivation (physiological & learned)
Reinforcement
Reasoning (inductive & deductive)
Concept formation
Creativity
Perception
Emotion or Feeling
Frustration
Aggression, Apathy
Heredity
Environmental Influence
Personality
Love
Intelligence
IQ
Values
Attitudes
Habits
Prejudice

* Classical Conditioning
Operant Conditioning
Trait Theory
Psychoanalitic Theory
Humanist Theory
Mental Retardation
Mental Health
Consciousness/Subconsciousness
Therapy (Psychotherapy & Behavior Modification)
Normal/Deviant
Rationalization
Projection
Compensation
Fixation
Regression

* Concepts in column 2 are related more directly to courses in psychology than psychological concepts related to general social studies education.

Generalizations

1. Personality is a result of both heredity and environment.
2. When an individual's behavior is reinforced in a positive way the individual may be conditioned to repeat this behavior.
3. Individual growth and development involve a constant process of change.
4. Human behavior is far more dependent upon socialization processes than upon instinct.
5. The long period of dependency of the human species facilitates the learning process.
6. Many human wants are not related to survival but to other culturally induced desires.
7. Human perception is limited and selective and based on a person's view of self and society.

8. Personal experiences, both with individuals and groups, influence an individual's self-image.

9. Motivation is influenced by the intensity of what people want or desire.

10. When people experience frustration, they may exhibit behavior such as aggression, withdrawal, projection, repression, fantasizing, rationalization, and compensation.

11. Habits allow humans to reduce decision-making processes to a manageable level.

12. Personal insecurity or a weak self-image often results in prejudice and discrimination.

13. Cognitive learning is based on varied levels of abstraction.

14. A psychologically healthy person is concerned with satisfactory social, emotional and creative fulfillment as well as biological fulfillment.

15. Intelligence is a function of the brain one is born with, maturation and how experience modifies behavior.

Example

Concept: Emotion

Placement: Middle School

Performance Objectives

1. Students will demonstrate an understanding that emotions are often expressed through nonverbal means.

2. Students will be able to identify varied types of emotions that might take place under differing conditions.

3. Students will demonstrate an understanding that expressions of emotion are natural and desirable.

4. Students will determine the need to control emotions in varying situations.

5. Students will develop an understanding that other people will react to them as a result of how they act or the emotions they convey.

6. Students will indicate an awareness that frustration can lead to a variety of behavior patterns including fantasizing, rationalization and projection.

Suggested Strategies

1. Placed in differing situations, students will role-play their emotional reactions without carrying on a conversation.

2. Provided with varied emotions, students will be asked to paint, sculpture or otherwise display how they would portray the emotion without words.

3. The teacher will discuss and assist students in categorizing emotions -- both positive and negative.

4. Given an unfinished story involving emotions, ask students to complete it.

5. Pair students off and have one student act in a specified way; have the other student explain personal reactions.

6. Present a value clarification exercise on student attitudes toward others showing specific types of emotions.

7. Hold small group discussions of the benefits and harm of showing emotions, based on value clarification exercise.

8. Read selection on how people react to frustration and discuss personal observations of this.

Cognitive Concepts of Sociology

Social role
Social disorganization
Status
Norms
Social stratification
Groups
Socialization
Education
Collective behavior
Social processes
Rehabilitation
Survival
Social sanctions
Social change
Social institutions (political, family, economic, educational & religious)
Social mobility
Urbanology
Social problems
Folkways - Mores
Recidivism
Public services

Generalizations

1. Norms define the boundaries of social interaction.
2. Differentiation of social roles is based on sex, age, kinship and occupation.
3. Complex technological societies tend toward greater stratification.
4. Social interaction involves cooperation, conflict, assimilation or accommodation.
5. Each society develops institutions to aid the socialization of its members.
6. Socialization is the process by which the individual becomes a functioning member of society.
7. Human survival depends on living in groups.
8. The quality of human existence is dependent on the degree of intergroup cooperation.
9. Groups maintain an internal solidarity and stability of membership by attitudes of exclusiveness.
10. Patterns reflect the degree of social mobility and stratification in a given locality.
11. Social problems arise from a lack of integration within a society.
12. Ecological processes have resulted in continuously changing patterns of population distribution.
13. Collective behavior (frequently) permits individual deviation from societal norms.
14. Groups exercise social control over the activities of their members through a system of folkways and mores.
15. Recidivism is a result of the failure of correctional measures to rehabilitate offenders.

EXAMPLE

Concept: Social Role

Placement: Senior High

Performance Objectives

1. Students will be able to define and illustrate the following: social role, role change and role conflict.
2. Students will list all the roles which they assume in the course of one week.
3. Students will classify these roles according to the following categories: ascribed or achieved.
4. Students will identify the required roles expected of people in specific social positions in our society.
5. From research on other cultures, students will compare role expectations based on sex and age in different societies.
6. Students will be able to recognize examples of and reasons for role conflict in their own lives.
7. From readings, students will give examples of role alteration caused by changes in society.

Suggested Strategies

Teachers may use:

1. Simulation Games

   Have students play a simulation game such as Ghetto in which they assume the roles of the individuals described in profiles selected; or Generation Gap which will illustrate role conflict in family interaction.

2. Research

   Have each student select a sex, age or occupational role to research in primary source collections dealing with the social history of America and present class report on this work.

3. Case Studies

   Have students read sociological studies of other cultures and list the variations in the sex and age roles in these societies. Panel discussion on comparison with contemporary American role expectations.

4. Films/Filmstrips

   Show films such as the series "The Many Americans" dealing with life styles of children from minority groups -- Puerto Rican, Afro-American, Chicano, Oriental - to determine the effect of minority group membership on role expectations.

DEVELOPMENT OF AN INTERDISCIPLINARY UNIT

The following sample unit extends the process of conceptual curriculum development in two ways: by selecting an interdisciplinary topic which involves both affective and cognitive concepts and by suggesting teaching strategies designed for class, small group and individual activities. This framework will give more emphasis to skill development. With the exception of those strategies directly concerned with established process goals, these activities are merely suggestions. Individual teachers and students will undoubtedly be able to develop their own effective strategies. The criterion is whether the selected strategies will lead to the achievement of the stated objectives.

Thus, it is the objectives that should furnish the major thrust for evaluation. Some of the objectives may be capable of measurement through objective testing. Others may be better determined through subjective tests with established criteria. Thus, a problem solving case study could be provided. Students would have to use their knowledge base for data, but would be judged on their ability to solve problems and substantiate hypotheses rather than giving predetermined answers.

There might also be processes and affective concepts that cannot be determined through written tests but can be evaluated in terms of observation of student behavior. In this type of evaluation it is important that well defined criteria be established by students and teachers, e.g., individual responsibility in small group activities. In working with affective concepts, teachers must avoid demanding conformity. It is the ability to clarify and substantiate one's own values that is important.

The following example of an interdisciplinary unit is provided for illustrating the above ideas in a concrete form. Although a number of concepts are listed from each discipline, not all the concepts relating to Poverty are mentioned. It must be assumed that a number have been explored earlier in the structure of social studies. Thus it becomes apparent that curriculum revision must take into account the total social studies sequence K-12.

INTERDISCIPLINARY MODEL

Poverty in America

Placement: Grades 9-10

Concepts

Sociology: Social problem
Prejudice/discrimination

Economics: Consumer protection
Subsistence level

History: Multiple causation
Cycle of poverty

Geography: Segregation
Migrant labor

Political Science: Welfare services
Protection agencies

Anthropology: Cultural lag

Psychology: Self-concept
Frustration

Skills

1. Identify and use appropriate library and community resources.
2. Interpret graphs, charts, tables and other arrangements of statistical data.
3. Role play in simulated situations.
4. Develop communications skills in collecting and presenting information.

Performance Objectives

1. Students will define a social problem and explain why poverty is a social problem in the U S.
2. Students will list five basic causes of poverty and illustrate the interrelationships existing among these causes.
3. Students will be able to list the various types of welfare programs (federal, state, local) and the eligibility requirements for each.
4. Students will evaluate the effectiveness of the poverty programs in operation in their community.
5. Students will clarify their own values and attitudes concerning poverty.
6. Students will identify and evaluate the agencies which have been established to protect the rights of the poor.

Suggested Strategies for Accomplishing Objectives:

(Choice of the following activities will depend upon availability of resources and maturity of students.)

CLASS

At the beginning of this unit, students will develop a list of attitudes and generalizations toward poverty. They will review this list at the conclusion of the unit and decide whether any of their original statements were stereotypes or misconceptions.

CLASS

Students will locate references and/or collect pictures which illustrate individual and group poverty. Small groups will identify and report on the various types of social disorganization which result from poverty (crime, disease, suicide, fire, etc.)

or SMALL GROUP

Students may personally explore a slum neighborhood and describe conditions to classmates.

or INDIVIDUAL

Tape an oral interview with an individual from a slum neighborhood.

CLASS/INDIVIDUAL

List the current food assistance programs which operate in the local community. Determine from personal interviews with program participants whether changes might provide more adequate assistance.

CLASS

Read several case studies describing unfair consumer practices and determine what alternative solutions would be available to the victims.

SMALL GROUPS

Check supermarkets in poor neighborhoods to determine any change in prices relative to dates of welfare payment.

CLASS

Given charts and graphs showing the income distribution, demography and welfare payments in the United States, students will be able to locate concentrated areas of poverty and offer possible explanations for each.

INDIVIDUAL

Students will contact agencies for samples of welfare applications and directions for completing them. Each will assume one of the following roles and attempt to fill out an application.

1. A deserted mother with six independent children.
2. An unemployed migrant worker.
3. A 70-year-old widow living on Social Security benefits of $84 a month.
4. Untrained school dropout.
5. Unemployed Vietnam veteran.
6. Unemployed miner in Appalachia.
7. Unemployed space engineer.
8. Recent immigrant from Puerto Rico.
9. Unmarried mother of a blind child.
10. Disabled father of five children.

CLASS/SMALL GROUP/INDIVIDUAL

Divide class into two groups -- each of which will play a simulation game, Ghetto or Sunshine, with students assuming roles of individuals below poverty level. On the basis of the game discuss the "culture of poverty" or diagram the interrelationships of: living standards, race, employment opportunities, education, housing discrimination, health.